Display	Notes

WIIFM

"What's in it for Me?" Let them know what's in it for them. Tell others exactly what action you want them to take and how they will benefit.

How does a teacher "do" distance learning? Does the teacher "take the same old bag of tricks" from the traditional classroom and come into the distance learning classroom and "flop it down" on the table as it were, and just continue with changes, modifications, considerations to this new teaching environment? Let's hope not. Distance learning programs require considerable planning and preparation prior to the actual presentation. (Hmmm....Prior Planning and Preparation Precede Presentation--the 5 "P's")

Goals and Objectives for Lesson 7

1. Students should be able to plan and organize a telecourse in any delivery format and indicate which course components are different from traditional teaching.

2. Students should be able to identify the differences in teaching at a distance and strategies that can be used in the distance learning classroom.

3. Students should be able to create a sound instructional design process for their distance learning class that takes advantage of the technologies used.

Activities for Lesson 7---2/27/2006

Textbook Reading: Student Centered Instruction for the Design of Telecourses, Winn Egan. Pp 33-40

ISG #7. It is quite important for you to bring this to class tonight. If we don't finish all the activities it will still show you what needs to be reviewed. Notice the priority assignments

Guest Speaker:

I have included **a sample Powerpoint Lesson** for you to examine. There is also a worksheet that accompanies it. It might be a bit much, but it might give you an idea of how some other students did this assindnment (see #3 below). The Powerpoint is called Computer Basics Example 2006.ppt and the Worksheet is called Computer Basics Worksheet 2006.   This is only an example.

Student Activity--Prepare a graphic for Elmo (each person prepare a handrawn graphic. Give a 2-4 minute presentation on camera to the rest of class from your site--Be sure to NOT use a pen or pencil! Bring a marker and whatever paper you'd like. Involve your local EDNET facilitator to assist you in presentation. This is a fun activity!! 60 - 90 minutes (follow up next week too!). If you are going to do a Powerpoint, be sure to email it George several days before class. George will project it from the USU Murray site, unless you are absolutely sure that your site can EASILY project your powerpoint. Check with your facilitator (Local) to be sure. Some of our sites may have limited presentation abilitity.

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Activities for Lesson 7---2/27/2006

Must Do Activity: Constructing Cultures in Distance Education 2006, 7 page pdf..Note: There are four question interspersed throughout this 6 page paper. The questions are numbered, bolded, and italicized so you can spot them. We have set up a discussion board in Lesson 7 to address each of the questions. Pick one or two questions and respond to them in our discussion board this week. We have discussed the concepts of "Transactional Distance." This paper address many of those concerns. Be sure to find the work of Rick Shearer from Penn State University on this topic as well. It is of great concern in the field of distance learning today and you should be acutely aware of it implications in interaction strategies. Also, be sure to go to the last page and check out the information about the Instructional Technology Forum….George

Quiz 3 on 2/27/2006--3/05/2006 Copyright 4 Teachers

Powerpoint: Tips and Tricks for the DL Teacher (30 Min)

Interesting Reading: 7 NYTime-Branson CO DL K-12 Schools 2006. 3 page pdf. How is distance learning impacting high schools.

Elmo Slide: Instructional Systems Approach to Technology ISAT Model

Teacher Reading: Instructional Systems Approach to Distance Learning. Goes with Slide.

PDF Reading: ISAT Model for Distance Learing (4 pages) Diagrams and Illustrations

Threaded Discussion "Topic of the Week" See #4 above…pick one or two of the four threads tied to this paper.

Optional Video if Time: Distance Learning Program #2. Integrating Technology and Program Content. 23 minutes

EDNET Newsletter: If a Dog Were Your Teacher.… (Something fun) http://www.uen.org/News/article. cgi?category_id=6&article_id=80

PDF: The Myth of the Talking-Head-1 page

Good Resource: Distance Educator.com website, research, newsletter… http://www.distance-educator. com/dnews/

Thought for Class: WIIFM "What's in it for Me?" Let them know what's in it for them. Tell others exactly what action you want hem to take and how they will benefit.

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Display	Notes
Lesson 7—2/27/2006 **"WIIFM"** *1*	This weeks lesson and the next two after will concentrate on strategies a distance education teacher can use in the classroom. You have probably heard me say: "Good teaching is good teaching!" In the DL classroom that means that the techniques that you have used in a traditional classroom with your students will most likely work well in DL--perhaps with some modification.
"What's in it for Me?" Let them know what's in it for them. Tell others exactly what action you want them to take and how they will benefit. *2*	We'll be looking at a systems approach to distance learning and present the ISAT model of instructional design. Similar to the ADDIE model that many of you are familiar with, ISAT works well in the distance learning environment. There is a pdf document for reading (4 pages) that is necessary. Please review it before class.
Roll **Questions** **Quiz** **Assignments** **Postings** **Other?** *3*	We'll have a student presentation tonight and each group of two of you will, hopefully have an opportunity to present a nicely prepared ELMO slide on the ELMO. You should follow good design practices (3 x 4, 6 x 6, 36 sans serif fonts, etc. The topic should be an academic subject that is a favorite of yours. You may work with a partner. If you have the chance to prepare this short presentation (2-3 slides) before class, printing off what you need, it will work much better. Be sure to let your EDNET facilitator know that you will have a short presentation to give over the ELMO and that you need the ELMO

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Display	Notes
For Tonight Guest Speaker Be sure to have ISG 7 Groups of two to do ELMO slide **4**	DL Teachers (new one's at least) may have some initial difficulties with teaching in the DL classroom. There are 8 suggestions or "things to watch for": 1. 2. 3. 4. 5. 6. 7. 8.
Initial Difficulties 15.2.1 **5**	There are a number of forms of Instructional Television that could possibly be used. They are: 1. 2. 3. 4. 5. 6. 7. 8.
Types of I.T.V. 15.3.1 **6**	Note...If we do not have time, please be sure to review the Powerpoint slide show: Tips and Tricks for the DL Teacher . The following sections on the ISG can be filled in as a memory guide

Display	**Notes**

Videoconference vs Videotape have significant consideration on how they are instructionally used. Write down your notes about this topic.
Synchronous Videoconference

_____
_____
_____
_____
_____
_____

Specific to ITV

Videotape

Asynchronous Videotape

_____
_____
_____
_____
_____
_____
_____

7   15.3.2

1

11

10

12

9

2

3

8

4

7

6

5

Creating an "On-screen Personality" takes some doing. There are 12 points to consider that might be of help to you in your quest for your "TV Persona!" Write down the 12 next to the numbers on the slide to the left.

8   15.4.1

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Establishing a "Visual Image" onscreen involves principles of effective presentation. Note the comments.
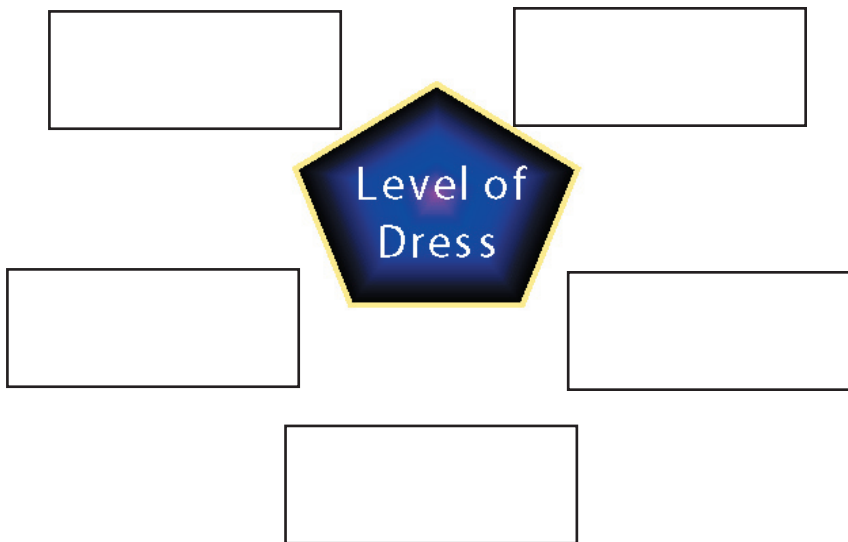
Visual Image

15.4.2
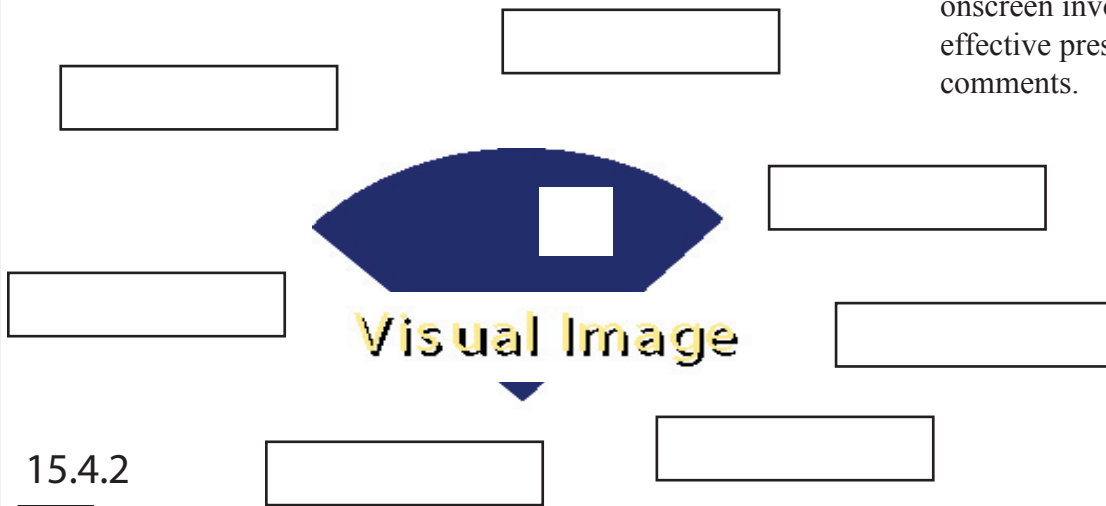
9

We only get a few seconds of presentation time to establish an impression with our audience. You can't back up and say..."Let's start over!" There are 8 points to consider in forming a good impression as a distance learning teacher:

First Impressions

15.5.1

10

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Level of Dress
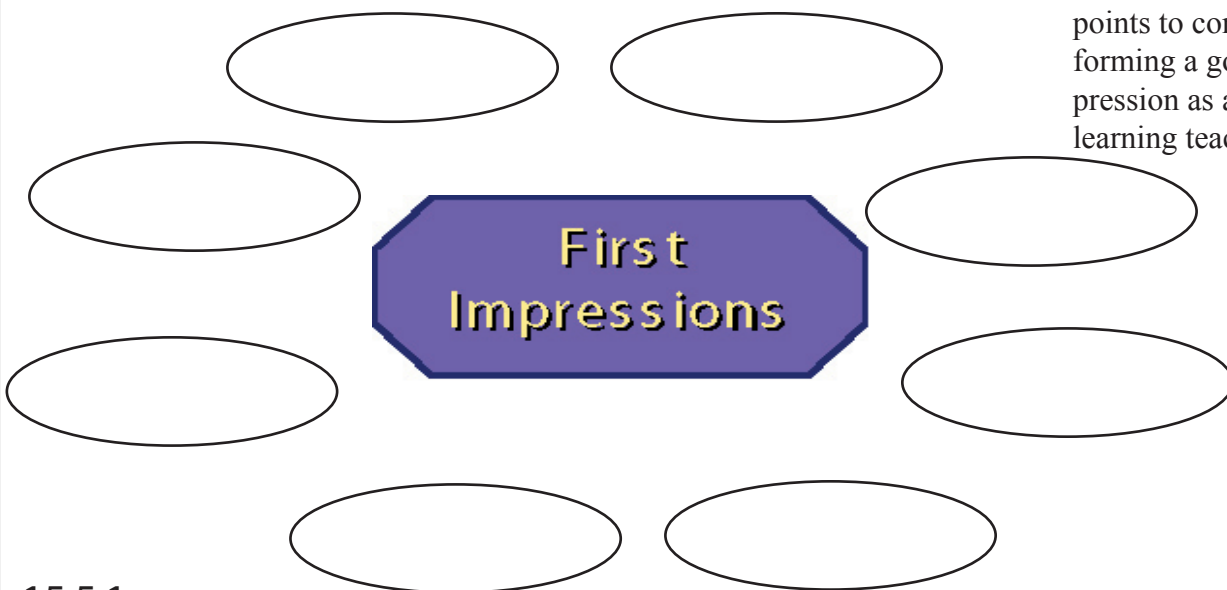
11 15.5.2

Our physical appearance on the TV is something that should be considered. I wish we could say: "Your administrator just agreed to buy you a new wardrobe." But, I don't think that will happen. In TV speak.... the term "Talent" refers to whoever stands in front of the camera. It doesn't mean they have it, so the way you dress and present yourself, will go a long way to helping you establish credibility and believability with your DL audience. There are five notes to consider about your clothing:

Dress for Success

Again, there are a number of important considerations regarding dress and presentation over the TV. Remember, your audience sees you out of the TV box at their site. All of your class is perceived by them by what they see in "the box."

There are 8 points to note about television dress and appearance. Don't take any of it personal!

1.

2.

3.

4.

5.

6.

7.

8.

12 15.5.3

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Four helpful hints for the distance learning teacher:

1.

2.

3.

4.

H I N T S

The three most important rules to remember are:
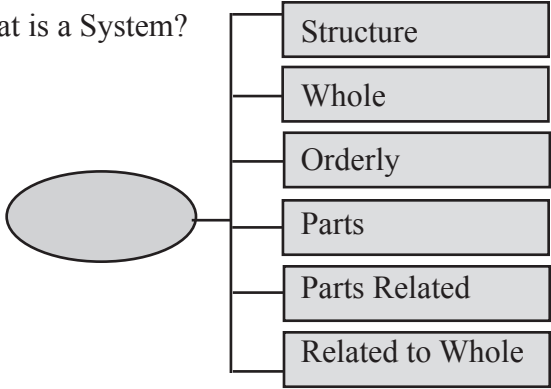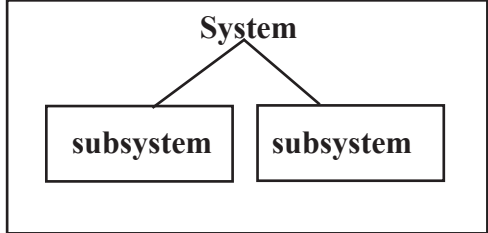
PRACTICE—PRACTICE–PRACTICE

13

ITV PRODUCTION

Presenting "On-Air" requires a certain willingness to step out of your comfort zone and be willing to try new things. You shouldn't be afraid of your face or voice on TV....though it may be hard to get used to, you need to try to ignore your image on TV while you do your presentation. Remember "Eye Contact!" There are five things to consider in the image you project to your DL class. They are important and should not be overlooked!

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Display	Notes
Let's take a break **15**	While our Student Presenters are getting ready, you too, should get ready with your 2-3 page ELMO presentation. You may work with another person, but only one other. Each group of two of you will, hopefully have an opportunity to present a nicely prepared ELMO slide on the ELMO. You should follow good design practices (3 x 4, 6 x 6, 36 sans serif fonts, etc. The topic should be an academic subject that is a favorite of yours. You may work with a partner. If you have the chance to prepare this short presentation (2-3 slides) before class, printing off what you need, it will work much better. Be sure to let your EDNET facilitator know that you will have a short presentation to give over the ELMO and that you need the ELMO set up and operational and the teacher camera set to see you standing
Now…it's your turn! Student Activity—Prepare a graphic for ELMO (each person prepare a hand drawn graphic. Give a 2-4 minute presentation on camera to the rest of class from your site—Be sure to NOT use a pen or pencil! Bring a marker and whatever paper you'd like **16**	
Involve your local EDNET facilitator to assist you in presentation. This is a fun activity!! 60 - 90 minutes <u>Be sure to read the PDF article: Graphics Production for Elmo. 8 pages. Read before class!</u> <u>See WebCt. Lesson 7</u> **17**	

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Display	ELMO Discussion if Time	Notes
	The materials following should be reviewed. If we have time in class, we will discuss these topics. A Systems Approach is Needed	A system is an organized whole composed of parts which interrelate and interact in order to accomplish some predetermined purposes. These expectations then form the purpose of the system, provide direction for the system and determine the kinds of activities in which the system has to be energized. The criteria for a system 1. There must be a structure or organization. 2. The structure or organization must be conceptualized as a whole. 3. The whole must be orderly. 4. The whole must have parts. 5. Parts can be shown clearly relating to each other. 6. Parts can be shown clearly relating to the whole.

What is a System?

- Structure
- Whole
- Orderly
- Parts
- Parts Related
- Related to Whole

System
- **subsystem**
- **subsystem**

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ELMO Discussion if Time

ELMO Slide

A distance learning instruction system is defined as an integrated arrangement of delivery technologies, personnel, instructional materials, synchronous and asynchronous presentations forms, and learning environments that function in such a way as to lead distance learning students to achievement of learning performance objectives.

Be sure to read the PDF article: ISAT Model for Distance Learning (4 Pages) Diagrams and Illustrations.

The ISAT Model--Instructional Systems Approach to Teleteaching
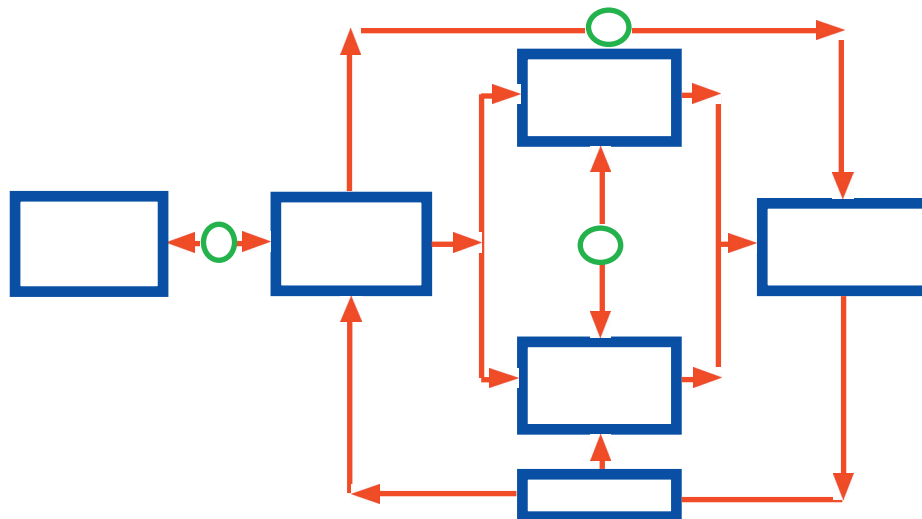
Teaching At A Distance with Merging Technologies: An Instructional Systems Approach, Thomas E. Cyrs (Center for Educational Development, New Mexico State University, 1997). Pp 57-62.

Instructional Systems Approach to Distance Learning

Students studying in the paradigm practiced today, regardless of level, are passive and acted upon by teachers during instruction. Classes take place at the same time and at the same place with the same type of instruction. Students are viewed as passive recipients of information doled out by the willing instructor. The instructor talks at the students, who are viewed as uninformed, empty vessels waiting to be filled with the knowledge and wisdom of the instructor. The job of the student is to discriminate between what is and what is not important to know for a future test. The primary aim of this recipient of knowledge is to pass the test with the highest possible score in order to obtain a grade that says nothing about how intelligent the student is or what the student can do with the newly obtained knowledge or skill.
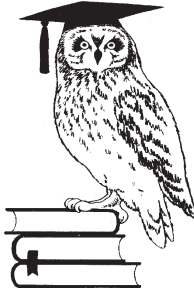
This metaphor or paradigm of the teaching/learning process will not transfer to the new concept of distance learning in which the student is physically separated from the instructor and all communication is mediated electronically in some way. A paradigm is needed that shifts responsibility for learning to the student, who participates and is active in the total learning process. Unlike the present paradigm of teacher-centered education, the new paradigm will be student-centered.

If a student is physically separated from an instructor by any distance (in the next room or a 1,000 miles away), all communications must be mediated electronically either in synchronous and/or asynchronous time. Communications can be delivered via audio, video, computing, and/or print media. New technologies offer opportunities to create new ways to communicate and interact with students. Rather than talk at students, instructors now communicate with individuals and groups of students. The instructor become a participant in, rather than a possessor of, knowledge--a seeker of truth rather than the sole source of truth. This paradigm allows partnerships in learning to occur among individual students and instructors.

In order for distance learning to become a moving force in education, the present format must change dramatically. As it currently exists, the major function of distance learning is to distribute instructor-centered classes to more student at widely dispersed locations at the same time using the same pedagogy used for hundreds of years. As promoted today, distance learning is a candid classroom where the lecture is distributed to many locations away from the main campus simultaneously. The medium of chioce is one-eay television accompanied by two-way telephone or two-way television and two-way audio. Little pedagogical change has occured. A traditional class is transported via television, telephone, computer or print to other locations. Most of these "telecourses" resemeble a radio program. Turn off the video, listen to the audio, take notes, and determine the completeness and accuracy of the notes with the video. The student can probably take as good a set of notes as when waatching the instructor's "talking head." Television is a visual medium, yet the spoken work is the major means of communication. If this is so then why even use the television? The answer resides in the myopic and limied rationale for the existence of distance learning today. <u>For real change to take place, instructors need training not only in the operation of the technology, but also in the design of telecourses that take advantage of the interactive and visula opportunities offered by these new delivery technologies.</u>

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Display	ELMO Discussion if Time	**Notes**

In describing Distance Learning as a System...this leads to a number of questions relevant to DL and our approach to preparing and presenting. (Instructional Design Techniques)

1. Is there a formal structure to existing distance learning programs that has been integrated into the local institution. Is the college, high school, business, seminary, etc., geared to support DL?

2. Is the distance learning program conceptualized as a real part of an existing host institution or has it been added on the institution's management structure as part of an existing program such as continuing education, weekend college, extension system, media department, or some other administrative unit?

3. Is the distance learning program recognized as an orderly system or is it seen as a stepchild or necessary passing fad?

4. Are each of the components (institution, delivery, staff development and training, management, evaluation, needs assessment, design, production, support, library services, etc.) of the DL program clearly recognizable as entities or are they a function of other components of the institution?

5. Are the components of the distance learning program clearly related to each other and to the other components of the institution?

6. Is the distance learning program based on a student-centered paradigm, or does it replicate the existing teacher-centered, subject-matter-dominant paradigm?

7. Is the program based on learning outcomes and results?

8. Is student success at the center of all decision-making?

9. Is there a system in place for continuous feedback of data to all components of the system for revision?

10. Results Oriented
Learner-Centered
Student Success
Learning
Objectives
Feedback

Display	Notes
ELMO Discussion if Time	
SYSTEMS APPROACH Results Oriented Learner-Centered Student Success Learning Objectives Feedback	The class is designed for outcomes or results. It is learner -centered with the student at the center of planning and management. Emphasis is given to student success now and in the future. Clear, meaningful performance objectives are used, and there is a need for continuous feedback for evaluation and revision.

Systems Approach
 	
Design Stage
 	
Development
 	
Evaluation
 	
Revision
	Design:
	    Determine need for instruction.
	    Analyze audience
	    Establish goals/objectives
	Devlopment:
	    Create an outline
	    Review materials
	    Organize content
	Evaluation
	    Review goals
	    Develop eval. strategy
	    Formative evaluation
	    Summative evaluation
	    Collectand analyze data
	Revision
	    Works with Evaluation
	    Reflection by instructor
	    Feedback from students
	    Feedback from others

Systems Approach (Detailed) Determine Need Specify Learning Performance Objectives Design and Develop the Program Produce and Deliver Manage the Program Evaluate Revise	

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ELMO Discussion if Time	

Instructional System

What
Why
How
When
Where
To what degree

How would "on-going" evaluation be of benefit to a tele-teacher trying to modify his/her class?

Here is a short list of several items for formative evaluation. See if you can add a few more:
1. Appropriate assignments?
2. Technology working well?
3. Enough interaction?
4.
5.
6.

Summative evaluation assesses the overall effectiveness of the finished telecourse. More formal evaluation tools can be used that lend themselves to statistical analysis. Ex: Pre-Post Testing.

Notes

An instructional system specifies _____ a student should learn and do at the completiona of a course and each lesson period. The means available to the student to master the learning performance objectives, _____ the students will be taught, and the performace criteria to determine _____ and _____ the student has mastered the stated learning perfomance objectives satisfactorily. The effectiveness of an instructional system can be measure by determining _____ it provides for the learner a system of learning.

Threaded Discussion Topic of the Week: Be sure to read the paper on Cultures, then post a response to one or two of the questions on the discussion board. See detail syllabus for more information

EDNET Newsletter: If a Dog Were your Teacher (Something fun) http://www.uen.org/News/article.cgi?category_id=6&article_id=80

Quiz # 3 will be on "Copyright Issues for Distance Learning Teachers." There will be five multiple choice questions. The quiz will be available from Feb 27 through Mar 05, 2006